

Implementation of the Independent Curriculum in Arabic Language Learning at SMP IT Bina Insani Kayuagung

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ABSTRACT

Arabic language learning at the junior high school level often faces challenges such as low student interest and limited resources. This study analyzes the implementation of the Independent Curriculum in Arabic language learning at Bina Insani Integrated Islamic Junior High School (SMP IT) in Kayuagung. The aim of this research is to identify the supporting and inhibiting factors in implementing this curriculum at Islamic junior high schools. Using a qualitative case study approach, data were collected through observations, interviews, and document analysis involving the Vice Principal of Curriculum Affairs and Arabic language teachers. The findings reveal that the implementation of the Independent Curriculum in Arabic learning is supported by several factors, including the availability of school facilities, diverse teaching methods, teacher training, and the flexibility of the curriculum. However, several challenges were also identified, such as limited textbooks, difficulties in teacher adaptation, frequent teacher turnover, and low student motivation in learning Arabic. To enhance the effectiveness of Arabic language learning, the study recommends providing textbooks aligned with the curriculum, strengthening teacher training, increasing extracurricular activities, and improving teacher retention strategies. These efforts are expected to optimize Arabic language education and ensure alignment with the goals of the Independent Curriculum.

Keywords: Independent curriculum, Arabic language learning, Integrated Islamic Junior High School

ABSTRAK

Pembelajaran bahasa Arab di tingkat sekolah menengah pertama sering menghadapi tantangan dalam hal minat belajar siswa dan keterbatasan sumber daya. Penelitian ini menganalisis implementasi Kurikulum Merdeka dalam pembelajaran bahasa Arab di SMP IT Bina Insani Kayuagung. Tujuan dari penelitian ini adalah untuk mengidentifikasi faktor pendukung dan penghambat dalam penerapan kurikulum tersebut di sekolah Islam tingkat menengah. Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui observasi, wawancara, dan analisis dokumen yang melibatkan Wakil Kepala Sekolah Bidang Kurikulum dan guru bahasa Arab. Hasil penelitian menunjukkan bahwa implementasi Kurikulum Merdeka dalam pembelajaran bahasa Arab didukung oleh beberapa faktor seperti ketersediaan fasilitas sekolah, metode pengajaran yang variatif, pelatihan guru, serta fleksibilitas kurikulum. Namun, ditemukan pula sejumlah tantangan, antara lain keterbatasan buku pelajaran, kesulitan adaptasi guru, pergantian guru yang cukup sering, dan rendahnya motivasi siswa dalam mempelajari bahasa Arab. Untuk meningkatkan efektivitas pembelajaran, studi ini merekomendasikan penyediaan buku ajar yang sesuai dengan kurikulum, penguatan pelatihan guru, peningkatan kegiatan ekstrakurikuler, serta perbaikan strategi retensi guru. Upaya-upaya

ini diharapkan dapat mengoptimalkan pembelajaran bahasa Arab dan memastikan keselarasan dengan tujuan Kurikulum Merdeka.

Kata kunci: Kurikulum merdeka, Pembelajaran bahasa Arab, SMP Islam Terpadu

INTRODUCTION

The curriculum is the core of education that determines the direction and quality of learning. According to Kamiludin et al. (2017), the curriculum is a set of educational programs designed and implemented to achieve educational goals, which consists of various interrelated components. Curriculum development in Indonesia has undergone various changes from time to time, starting from the 1947 Curriculum to the 2013 Curriculum (K-13), which aims to adjust the needs and challenges of education in each era (Sapitri, 2022; Khusni et al., 2022). However, various challenges, such as unequal access to education and learning loss due to the COVID-19 pandemic, show that curriculum changes often do not achieve their main goal of educating the nation's life as mandated by Law Number 20 of 2003 Article 3 (Dini, 2022).

In an effort to address these challenges, the government published the Independent Curriculum This curriculum is designed to be more flexible and focus on achieving real learning outcomes, which include knowledge, behavior, and skills. (Suryaman, 2020) states that the Independent Curriculum provides a comfortable and enjoyable learning atmosphere, so that students can develop their natural talents. In addition, this curriculum is expected to be able to adapt to the demands of 21st century education (Anggraini & Hudaidah, 2021). The implementation of the Independent Curriculum begins in the 2022/2023 academic year and applies to various levels of education, including early childhood education, elementary, junior high, and high school (Isom, 2023).

However, the implementation of the Independent Curriculum is not free from challenges. Inadequate facilities and the principal's lack of understanding of the Independent Curriculum concept are the main obstacles. Data shows that although 78% of education units in South Sumatra have adopted this curriculum, there are still gaps in its implementation, especially in public and religious-based schools (Kemendikbudristek, 2024).

SMP IT Bina Insani Kayuagung, located in Kayuagung City, South Sumatra, began implementing the Independent Curriculum in the 2023/2024 school year. The school faces challenges in integrating Independent Curriculum with local education needs. To support Arabic language learning, Bina Insani IT Junior High School also implements an internal curriculum from the Integrated Islamic School Network (JSIT).

The implementation of the Independent Curriculum for Arabic language learning at this school demonstrates an effort to adapt to changes in educational policy. However, this implementation is still limited to grades VII and VIII, while grade IX continues to use the previous curriculum. Based on interviews with the Arabic language teacher and initial classroom observations, it was found that Arabic language and religious studies have not been conducted optimally compared to general subjects. This is evident from the lack of variety in teaching methods, low student engagement in the learning process,

and the teacher's limited ability to develop teaching materials in accordance with the principles of the Independent Curriculum.

Based on a literature review, studies on the implementation of the Independent Curriculum in Islamic educational institutions, particularly at the secondary level and in the context of Arabic language learning, remain limited. One relevant study was conducted by Eni Andari (2022), which highlights the implementation of the Independent Curriculum through the use of Learning Management Systems (LMS) such as Moodle and Schoology. Although both studies discuss the implementation of the Independent Curriculum, Andari's research does not focus on a specific subject. In contrast, the present study specifically examines the implementation of the Independent Curriculum in Arabic language learning. Therefore, it is expected to contribute new insights, particularly in terms of methodology and supporting activities for Arabic language instruction in Islamic secondary schools.

Another study was conducted by Ainy Khairun Nisa and Mujahid Al Ghifari (2023) on the implementation of the Independent Curriculum in Arabic language learning based on KMA 183 and KMA 184 of 2019. The results showed that the implementation of the Independent Curriculum at MAN 1 Kendari has gone well. However, cooperation between students, teachers, and all madrasah parties is still needed to develop the curriculum that is already running. In addition, motivation from the principal is also needed to correct deficiencies in learning, especially in Arabic subjects. This research has something in common with the research being conducted, namely discussing the implementation of the Independent Curriculum and Arabic language learning. However, the levels are different. Ainy Khairun Nisa and Mujahid Al Ghifari's research focuses on the Aliyah level at MAN Kendari, while this research focuses on Arabic language learning at the junior high school and MTs levels.

Another relevant research was conducted by Dhea Syahzana Sahreebanu et al, who studied the Implementation of the Independent Campus Learning Curriculum (MBKM) in the Arabic Language Education Study Program. The results of this study indicate that UIN SATU Tulungagung's PBA Study Program has implemented an MBKM-based program, which includes activities such as student exchanges, teaching assistance in educational units, student professional practice (PPM), research/research, entrepreneurial activities, and KKN MDB (Sahreebanu et al., 2022). This study has similarities with the current study, which both discuss the implementation of the Independent Curriculum in Arabic language learning. However, the difference lies in the level of education and research location; Dhea Syahzana et al.'s research was conducted at the tertiary level at UIN Sayyid Ali Rahmatullah Tulungagung, while this research focuses on the secondary education level, namely junior high schools and MTs.

Departing from this background, this study aims to analyze the implementation of the Independent Curriculum in Arabic language learning at Bina Insani IT Junior High School, especially grade seven. This research is expected to provide an in-depth description of the opportunities and challenges in implementing the Independent Curriculum, including supporting factors such as teacher competence, availability of

facilities, and support from various parties, as well as inhibiting factors such as teachers' and principals' lack of understanding of the Independent Curriculum and limited resources. Through this analysis, it is hoped that strategic recommendations can be made to improve the quality of Arabic language learning at the junior high school and MTs levels.

METHOD

This research uses a qualitative approach with a case study type to analyze the independent curriculum in depth in Arabic language learning, focusing on school: Bina Insan IT Junior High School(Yin, 2009). The data analysis process includes data reduction, data presentation, and conclusion drawing, which is validated through data triangulation. Key informants, including the principal, Arabic teachers, were purposively selected due to their direct role in the Arabic learning program. This was to ensure comprehensive insights into the planning, implementation and evaluation processes (Miles & Huberman, 1994). Data validity was also ensured through source triangulation, member checking, and audit trail, which guaranteed the accuracy and reliability of the data collected (Lincoln & Guba, 1985).

The research procedure includes the stages of preparation, data collection, data analysis, and reporting of results (Creswell, 2012). The preparation stage involved obtaining permission from the school and arranging a schedule for data collection. Data collection was carried out using several techniques, including classroom observations of Arabic language learning, in-depth interviews with the Arabic language teacher and the vice principal for curriculum affairs, as well as documentation of lesson plans and class schedules. Data analysis was conducted qualitatively through the stages of data reduction, data display, and conclusion drawing. The research findings are reported in the form of a scientific article that presents the results and provides recommendations to improve the quality of Arabic language learning at Bina Insani Integrated Islamic Junior High School in Kayuagung (Moleong, 2019).

The results of this study will be presented to the school and related stakeholders, accompanied by recommendations aimed at improving the quality of Arabic language learning at Bina Insani IT Junior High School in Kayuagung. This research is expected to make a significant contribution in improving the quality of Arabic language learning in schools, creating a more effective and efficient learning environment. The implementation of the proposed recommendations is expected to overcome various challenges in Arabic language teaching, improve the achievement of student learning outcomes, and hopefully become a reference for other schools.

RESULT AND DISCUSSION

Description of Research Location

This research was conducted at SMP IT Bina Insani. Bina Insani Integrated Islamic Junior High School (IT) was established in 2006. The establishment of this school is inseparable from the role of the Regent of Ogan Komering Ilir (OKI) at that time, Mr. H. Ir. Ishak Mekki, MM, who had a great desire to establish an Islamic school in the area. At that time, many of the large Islamic boarding schools in OKI District were reduced due to regional expansion, so the need for Islamic schools increased. In response, SMP IT Bina Insani Kayuagung was established to fulfill the need for quality Islamic education in the area (SMP Islam Bina Insani, 2024). Bina Insani Islamic Junior High School is located at Jalan Kapten H. Teguh, Sidakersa, number 3, Cintaraja, Kayu Agung District, Ogan Komering Ilir Regency, South Sumatra 30867. For more information, you can contact the school by phone at (0712) 7320269 (SMP It Bina Insani Kayuagung).

The vision of Bina Insani Integrated Islamic Junior High School (IT) Kayuagung is to become an Islamic educational institution that produces intelligent generations who love Allah and His Messenger, master science and technology so that the glory of Islam is established. The missions are a) Forming a generation of Rabbani who live by the Qur'an and As-Sunnah, have noble character, are intelligent, skilled, healthy and strong b) Building student potential according to interests and talents, fostering creativity and student independence c) Knowing and interacting with technological advances and equipping with mastery of science.

Application of the Independent Curriculum in Arabic Language Learning

The application of the Independent Curriculum in Arabic language learning at SMP IT Bina Insani aims to provide a more flexible and student-centered approach (Batubara & Davala, 2023), ensuring that learning aligns with students' needs and interests. This curriculum emphasizes not only the mastery of linguistic theory but also its practical application in everyday life. In an interview with the Deputy Principal for Curriculum, he stated that *"The Arabic curriculum is designed to be relevant to student needs by implementing an assessment system similar to English. Assessment covers various aspects of language skills, such as writing, reading, comprehension, and direct communication practice. This approach aims to ensure that students not only understand the theory, but are also able to apply Arabic in daily life."*

To support this approach, various methods and strategies have been implemented, such as interactive learning activities, the use of digital media, and real-life practice sessions where students engage in Arabic conversations. Teachers are encouraged to design creative and engaging lesson plans that incorporate student participation, group discussions, and role-playing exercises to enhance communication skills. Additionally, the school facilitates extracurricular programs such as Arabic language clubs and competitions to further strengthen students' language abilities beyond the classroom setting.

However, despite these efforts, the implementation of the curriculum faces several challenges. Factors such as students' varying levels of motivation, limited exposure to

Arabic outside the classroom, and the availability of suitable learning resources can hinder the effectiveness of the program. Furthermore, teachers may face difficulties in adapting to the new curriculum framework, requiring additional training and professional development to optimize their teaching strategies.

Given these circumstances, this study aims to identify the supporting and inhibiting factors in the implementation of the Independent Curriculum for Arabic language learning. By analyzing these aspects, it is expected that recommendations can be formulated to improve the quality of Arabic education, ensuring that students gain both theoretical knowledge and practical proficiency in the language.

Supporting and inhibiting factors for the independent curriculum in Arabic language learning

Table 1
Interview results regarding supporting and inhibiting factors at Bina Insani IT Junior High School

Category	Factor	Data Source
Supporting Factors	School Support and Facilities	Interview with the Vice Principal of Curriculum
	Flexibility of the "Independent Curriculum"	Interview with the Vice Principal of Curriculum
	Diverse Teaching Methods	Interview with the Arabic Language Teacher
	Students' Interest in Arabic	Interview with the Arabic Language Teacher
Inhibiting Factors	Challenges in Books and Teaching Materials	Interview with the Arabic Language Teacher
	Teachers' Readiness in Curriculum Implementation	Interview with the Arabic Language Teacher
	Frequent Teacher Turnover	Interview with the Vice Principal of Curriculum
	Lack of Students' Interest in Arabic	Interview with the Arabic Language Teacher

1. Supporting Factors for the Independent Curriculum in Arabic Language Learning

The Independent Curriculum provides flexibility in the learning process, allowing a more student-centered approach and adjusting teaching methods according to their needs and development (Simarmata & Mayuni, 2023). In the context of Arabic language learning, the implementation of this curriculum is inseparable from various supporting factors that play an important role in creating an effective and conducive learning environment.

Some of the main factors that support the successful implementation of the Independent Curriculum in Arabic language learning include school support in providing facilities, curriculum flexibility that allows for a more adaptive approach, the application of diverse learning methods, and ongoing teacher training and competency development. With these factors, the learning process can run more interactively, innovatively, and according to student needs.

The following are the main factors that support the successful implementation of the Independent Curriculum in Arabic language learning.

1. School Support and Facilities

The school provides various supporting facilities, such as projectors, language laboratories, and other learning technologies, to create a more interactive and effective learning atmosphere. Based on the results of an interview with the Deputy Principal for Curriculum, he explained: *“The school provides various facilities and resources to support the implementation of Independent Curriculum. One form of this support is facilities and infrastructure that support the learning process, such as a language laboratory that helps students improve language skills interactively. In addition, the school also adopts digitalization in learning by providing devices such as projectors and other supporting technologies. This facility aims to create a learning environment that is more modern, interactive, and in accordance with the needs of students in mastering the material effectively.”*

In addition to learning facilities, the school also has a Teacher Learning Group (Kombel) as a forum for educators to share experiences and improve their competence (Sunariati et al., 2023). In the same interview, the Vice Principal for Curriculum added: *“There is a learning community activity (Kombel) which is a forum for teachers to develop themselves and innovate in learning. Through Kombel, teachers can discuss and compare various approaches in implementing the Independent Curriculum, so that they can adapt the methods that best suit students' needs.”* With the support of adequate facilities and teacher development programs such as Kombel, the implementation of the Independent Curriculum at school can run more optimally and in accordance with the expected learning objectives.

2. Flexibility of the "Independent Curriculum"

The Independent Curriculum provides flexibility in the learning approach by being more oriented towards student understanding, rather than simply completing all the material in the curriculum (Ndari et al., 2023). In its implementation, the school applies initial and final assessments to tailor the material to students' needs, so that the learning process becomes more focused and effective.

Based on an interview with the Vice Principal for Curriculum, Ustazah Wahyu Sri Rizky, she explained: *“This curriculum is more efficient and tailored to the needs of students. Therefore, before starting learning, various assessments are carried out, such as initial assessments and final assessments, to ensure that the material provided is truly relevant and in accordance with student needs. Unlike the previous curriculum, which emphasized the completion of all material in the curriculum, the Independent Curriculum is more flexible and focuses on the essence of learning. Thus, students can understand the material more deeply without the pressure to simply complete the entire syllabus.”*

With this flexibility, the Independent Curriculum allows teachers to adjust learning strategies according to students' level of understanding and development. Teachers can adapt teaching methods, both through a differentiated approach, project-based learning, and the use of technology that supports the learning process (Bender, 2012). This not only helps students understand the material more deeply, but also encourages them to be more active, creative, and independent in learning. Thus, learning becomes more effective, meaningful, and able to accommodate the diversity of students' abilities and interests.

3. Diverse Teaching Methods

Teachers apply various learning methods that are tailored to the characteristics of students so that Arabic learning is more effective (Almelhes, 2024). One of the methods used is hiwar (conversation), where students are invited to dialogue to improve speaking skills. In addition, the qishah (short story) method is applied so that students can read and understand texts in Arabic better. Teachers also provide vocabulary exercises to introduce and apply new words in everyday contexts. This approach helps students not only understand the theory, but also be able to use Arabic actively in daily life.

Based on an interview with one of the Arabic teachers, she explained that in teaching, various methods are used according to the type of material being taught. “For vocabulary learning, the teacher first introduces new words to students, then asks questions related to the vocabulary. After that, students are asked to compose sentences by filling in the blanks using the appropriate words. In conversation learning (hiwar), the teacher demonstrates how to have a good dialogue, explains the implied meaning in the conversation, then the students are asked to practice the hiwar in turn in front of the class.

Meanwhile, in learning short stories (qishah), teachers identify difficult words that students may not understand. These words are explained first before students read and understand the content of the story. Usually, in one learning chapter there are four main materials, namely vocabulary, conversation (hiwar), short stories (qishah), and grammar rules (tarkib/nahwu). For the grammar part, learning starts from basic concepts, such as the number of fi'iliyah and the number of ismiyah, before moving on to more complex

material according to the chapter being studied.” With the application of this diverse and structured method, learning Arabic becomes more interactive, directed, and in accordance with the needs of students.

4. Students’ Interest in Arabic

To improve teachers' understanding of the Independent Curriculum and develop more innovative learning methods, the school regularly organizes training for educators (Hadisaputra et al., 2024). In addition, teachers are given the opportunity to discuss and adjust teaching strategies based on their experience in the classroom, so that the learning process can run more effectively and in accordance with student needs.

Based on an interview with the Vice Principal for Curriculum, she explained: *“The school provides training for teachers to develop more effective teaching methods. This training is not just for one or a few specific teachers but covers the entire teaching force. In general, training is held regularly, especially in the first three months of the school year, and repeated annually as part of efforts to improve the quality of learning.”* With this regular training, teachers can continue to improve their competence in implementing Independent Curriculum and adapting teaching methods that are more creative and in accordance with student needs.

2. Inhibiting Factors for Implementing the Independent Curriculum in Arabic Language Learning

The implementation of the Independent Curriculum in Arabic language learning faces various challenges that need to be considered. One of the main obstacles is the limitation of appropriate handbooks, so teachers must try to adapt the material to the latest curriculum (Darling-Hammond & Bransford, 2007). In addition, understanding curriculum documents that are quite long and limited time in preparing teaching tools is a challenge for educators.

Frequent teacher changes also have an impact on the continuity of learning, especially when experienced teachers are replaced by new teaching staff who still lack experience (Hargreaves, 2001). On the other hand, students' interest in Arabic tends to be lower than English, so teachers need to find more interesting approaches to motivate students (Bahous et al., 2011). These various challenges are an inhibiting factor in implementing the Independent Curriculum in Arabic language learning. These factors will be explained further below.

1. Challenges in Books and Teaching Materials

One of the main challenges in implementing the Independent Curriculum is the limited handbooks that are in accordance with the latest curriculum (Sutinah et al., 2024). Until now, the available books are still based on the 2013 Curriculum, so teachers face difficulties in adjusting the material to the approach promoted by the Independent Curriculum. Based on the results of an interview with the Arabic language teacher, Ustadz Ahmad Bakhri, he explained:

“In the transition from Curriculum 2013 to Independent Curriculum, we experienced confusion in its implementation. One of the main obstacles we face is the limited handbooks. The available books are still the 2019 edition based on the 2013 Curriculum, making it difficult for us to deliver material in accordance with the principles and structure of the Independent Curriculum”. This limitation requires teachers to be more creative in finding and compiling learning materials that are in accordance with student needs and the demands of the new curriculum.

2. Teachers' Readiness in Curriculum Implementation

Although teachers have received training related to the implementation of Independent Curriculum, understanding the structure of the long curriculum document-almost 500 pages-is a challenge. In addition, the limited time in preparing lesson plans (RPP) and teaching modules is also an obstacle faced in the learning planning process (Fatah, 2023).

Based on the results of an interview with one of the Arabic language teachers, he explained: *"One of the obstacles we face in understanding the concepts and technical implementation of the Independent Curriculum is the different structure of learning documents compared to the 2013 Curriculum. When looking for information about the Independent Curriculum syllabus, we found that the learning outcomes (CP) document is very long, almost 500 pages. This is a challenge in understanding and preparing learning plans effectively"*.

In addition, time constraints are also an obstacle. We have a certain deadline for preparing lesson plans and teaching modules, while there is quite a lot of material to learn. As a result, we have to find simpler and more efficient ways of preparing learning tools to keep up with the demands of the curriculum without sacrificing the quality of learning." This condition requires teachers to be able to adapt and simplify lesson planning to remain effective, without losing the essence of the Independent Curriculum principles (Khairunnisa, 2025).

3. Frequent Teacher Turnover

As a private educational institution, the turnover of teaching staff is one of the main challenges in implementing the Independent Curriculum (Mardhatillah, 2024). This turnover mainly occurs when teachers who have passed the PPPK selection or been appointed as civil servants choose to leave the school. As a result, schools must recruit new teaching staff, most of whom still lack experience in teaching. This condition makes the adaptation process to the curriculum more challenging.

Based on the results of an interview with the Deputy Principal for Curriculum, he explained: *"As a private educational institution, one of the main obstacles in implementing the Independent Curriculum is related to human resources (HR). The challenge that is often faced is the replacement of teaching staff, especially when teachers who have passed the PPPK selection or been appointed as civil servants choose to leave. This requires schools to recruit new teachers, most of whom are fresh graduates with minimal teaching experience. Although they have the enthusiasm and potential, the difference in experience with the old teachers is a challenge in implementing this curriculum optimally."*

This situation requires schools to provide more intensive coaching and mentoring for new teachers so that they can adjust to Independent Curriculum and apply it effectively in learning. Orientation and training programs for new teachers are important steps to ensure that they understand the concepts, principles and teaching methods that are appropriate for this curriculum. In addition, mentoring from more experienced teachers can help the adaptation process run more smoothly.

Not only that, schools also need to create a supportive working environment where new teachers can discuss and exchange experiences in implementing the curriculum. Activities such as teacher learning communities (Kombel) or regular workshops can be a forum for educators to improve their competence. With a systematic and sustainable coaching strategy, it is hoped that new teachers can more quickly understand and master the Independent Curriculum, so that the learning process continues to run optimally despite changes in teaching staff.

4. Lack of Students' Interest in Arabic

Many students tend to be more interested in learning English because it is considered more relevant to future needs, especially in the world of work (Belcher, 2006). This is a challenge for teachers in building motivation and increasing students' interest in Arabic. Therefore, a more interesting and strategic approach is needed so that students not only see Arabic as a compulsory subject, but also understand its benefits in their lives.

Based on an interview with one of the Arabic teachers, she explained that there needs to be more effort in raising students' awareness of the importance of Arabic. *"Currently, many students prefer to focus on English because it is considered to have clearer prospects in the world of work. However, we try to instill an understanding that Arabic also has a big role, especially in religious aspects, reading the book, and daily life. This becomes even more important for the ikhwan who will one day become leaders in their families. With the right approach, we hope that students will not only learn Arabic as part of the curriculum, but also realize its value and benefits in their lives."*

Thus, teachers need to implement more innovative and interactive learning strategies (Ampa, 2021), such as linking Arabic language materials with students' daily contexts, using more interesting methods, and providing real examples of how Arabic can be useful in various aspects of life. Through the right approach, it is expected that students can be more motivated and have a greater interest in learning Arabic.

To increase the effectiveness of Arabic language learning in implementing the Independent Curriculum at Bina Insani IT Junior High School, several recommendations can be made, among others:

1. Provision of More Relevant Textbooks

Schools and related parties need to provide textbooks that are more in line with the principles of the Independent Curriculum, both in printed and digital form. These textbooks must contain material that is not only theoretical, but also applicable, with a contextual and interactive approach so that students can more easily understand and apply Arabic in their daily lives. In addition, the preparation of modules or independent teaching materials made by teachers can also be a solution to adjust the material to the needs of students.

2. Improving Teacher Training and Professional Development

Training for teachers, especially for new educators, needs to be improved so that they adapt more quickly to the Independent Curriculum system. Training programs can include workshops, mentoring by experienced mentors, and the use of online learning platforms to enrich teachers' insights in innovative teaching methods. In addition, collaboration between teachers through learning communities can also be a means of sharing experiences and strategies in teaching Arabic more effectively.

3. Strengthening Student Motivation Through Extracurricular Activities and Competitions

To increase students' interest and motivation in learning Arabic, schools can hold various practice-based activities, such as Arabic extracurriculars, learning programs with

native speakers, speech or debate competitions in Arabic, and cultural visit programs to Islamic educational institutions or Arabic language institutions. In addition, the use of project-based learning methods can also help students be more active in understanding and using Arabic in a more real context.

4. Educator Management and Retention

The high turnover of educators can hinder the continuity of learning. Therefore, schools need to implement teacher retention strategies, such as creating a conducive working environment, providing incentives for outstanding teachers, and ensuring a regular coaching and evaluation system. Thus, the continuity in implementing Independent Curriculum can be maintained, and the quality of learning can continue to improve.

With these steps, it is hoped that Arabic language learning at Bina Insani IT Junior High School can run more effectively, interestingly, and in accordance with the educational objectives in the Independent Curriculum.

CONCLUSION

Based on the research results, the implementation of Independent Curriculum in Arabic language learning at Bina Insani IT Junior High School is supported by several main factors, such as adequate facilities, varied learning methods, and regular teacher training. Supporting facilities include comfortable classrooms and technology-based learning media, while the methods applied include communicative, project-based, and technology integration approaches. Regular teacher training also helps improve their understanding of the curriculum.

However, there are obstacles that need to be considered, such as the limited number of textbooks that are in accordance with the concept of Independent Curriculum, teachers' readiness to adjust learning methods, and the high turnover of educators, which can hinder the continuity of the teaching and learning process.

Therefore, increasing the effectiveness of implementing the Independent Curriculum requires providing more relevant textbooks, strengthening teacher competence through continuous training, and strategies to reduce the turnover rate of educators. Support from schools, parents, and the government is also an important factor in the successful implementation of this curriculum.

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